

**Project WET
Connections to KY
Core Content 4.1**

Poetic Precipitation p.182

Elementary

Practical Living

PL-EP-2.1.1

PL-04-2.1.1

PL-05-2.1.1

Students will apply fundamental motor skills:

Locomotor:

- Walking
- Running
- Skipping
- Hopping
- Galloping
- Sliding
- Leaping
- Jumping

Nonlocomotor:

- Turning
- Twisting
- Bending
- Stretching
- Swinging
- Swaying
- Balancing

Fundamental manipulative skills:

- Hitting
- Kicking
- Throwing
- Catching
- Striking
- Dribbling

Reading

RD-EP-2.0.3

Students will locate key ideas or information in a passage.

DOK 1

RD-04-2.0.3

Students will locate key ideas or information in a passage.

DOK 1

RD-05-2.0.3

Students will locate key ideas or information in a passage.

DOK 1

Science

SC-EP-1.1.3

Students will describe the properties of water as it occurs as a solid, liquid or gas.

Matter (water) can exist in different states--solid, liquid and gas. Properties of those states of matter can be used to describe and classify them.

DOK 2

SC-EP-2.3.2

Students will describe patterns in weather and weather data in order to make simple predictions based on those patterns discovered.

Weather changes from day to day and over seasons. Weather can be described using observations and measurable quantities such as temperature, wind direction, wind speed and precipitation. Simple predictions can be made by analyzing collected data for patterns.

DOK 2

SC-04-1.1.1

Students will explain how matter, including water, can be changed from one state to another.

Materials can exist in different states--solid, liquid and gas. Some common materials, such as water, can be changed from one state to another by heating or cooling. Resulting cause and effect relationships should be explored, described and predicted.

DOK 3

SC-04-2.3.3

Students will make generalizations and/or predictions about weather changes from day to day and over seasons based on weather data.

Weather changes from day to day and over seasons. Weather can be described by observations and measurable quantities such as temperature, wind direction, wind speed and precipitation. Data can be displayed and used to make predictions.

DOK 3

SC-05-2.3.3

Students will:

- describe Earth's atmosphere as a relatively thin blanket of air consisting of a mixture of nitrogen, oxygen and trace gases, including water vapor;
- analyze atmospheric data in order to draw conclusions about real life phenomena related to atmospheric changes and conditions.

Earth is surrounded by a relatively thin blanket of air called the atmosphere. The atmosphere is a mixture of nitrogen, oxygen and trace gases that include water vapor. The atmosphere has different properties at different elevations. Conclusions based on the interpretation of atmospheric data can be used to explain real life phenomena (e.g., pressurized cabins in airplanes, mountain-climber's need for oxygen).

DOK 3

SC-05-2.3.1

Students will:

- describe the circulation of water (evaporation and condensation) from the surface of the Earth, through the crust, oceans and atmosphere (water cycle);
- explain how matter is conserved in this cycle.

Water, which covers the majority of the Earth's surface, circulates through the crust, oceans and atmosphere in what is known as the water cycle. This cycle maintains the world's supply of fresh water. Students should have experiences that contribute to the understanding of evaporation, condensation and the conservation of matter.

DOK 2

Writing

WR-EP-1.1.2

In Personal Expressive Writing,

- Students will communicate the significance of the writer's experience by focusing on life events or relationships.
- Students will apply characteristics of the selected form (e.g., personal narrative, personal memoir).
- Students will create a point of view.
- Students will use a suitable tone or appropriate voice.

In Literary Writing,

- Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image or showing an extraordinary perception of the ordinary.
- Students will apply characteristics of the selected form (e.g., short story, play/script, poem).
- Students will use a suitable tone or appropriate voice.

- Students will apply a fictional perspective in literary writing when appropriate

WR-04-1.1.2

In Personal Expressive Writing,

- Students will communicate the significance of the writer's experience by narrating about life events or relationships.
- Students will apply characteristics of the selected form (e.g., personal narrative, personal memoir).
- Students will create a point of view.
- Students will use a suitable tone or appropriate voice.

In Literary Writing,

- Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image or showing an extraordinary perception of the ordinary.
- Students will apply characteristics of the selected form (e.g., short story, play/script, poem).
- Students will create a point of view.
- Students will use a suitable tone or appropriate voice.
- Students will apply a fictional perspective in literary writing when appropriate.

WR-05-1.1.2

In Personal Expressive Writing,

- Students will communicate the significance of the writer's experience by narrating about life events or relationships.
- Students will apply characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).
- Students will create a point of view.
- Students will sustain a suitable tone or appropriate voice.

In Literary Writing,

- Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image or showing an extraordinary perception of the ordinary.
- Students will apply characteristics of the selected form (e.g., short story, play/script, poem.)
- Students will create a point of view.
- Students will sustain a suitable tone or appropriate voice.
- Students will apply a fictional perspective in literary writing when appropriate

Middle School

Practical Living

PL-06-2.1.1

Students will apply a combination techniques of locomotor and nonlocomotor skills which are necessary for the improvement of transitional motor skills (e.g., punting, serving, dribbling):

- locomotor - moving from one place to another (e.g., running, skipping, hopping)
- nonlocomotor – stationary (e.g., bending, stretching, twisting) movements

PL-07-2.1.1

Students will apply a combination techniques of locomotor and nonlocomotor skills which are necessary for the improvement of transitional motor skills (e.g., punting, serving, dribbling):

- locomotor - moving from one place to another (e.g., running, skipping, hopping)
- nonlocomotor - stationary (e.g., bending, stretching, twisting) movements

PL-08-2.1.1

Students will apply a combination techniques of locomotor and nonlocomotor skills which are necessary for the improvement of transitional motor skills (e.g., punting, serving, dribbling):

- locomotor - moving from one place to another (e.g., running, skipping, hopping)
- nonlocomotor – stationary (e.g., bending, stretching, twisting) movements

Reading

RD-O6-2.0.4

Students will locate key ideas or information in a passage.

DOK 1

RD-O7-2.0.4

Students will locate key ideas or information in a passage.

DOK 1

RD-O8-2.0.4

Students will locate key ideas or information in a passage.

DOK 1

RD-O6-2.0.5

Students will summarize information from a paragraph, a section of a passage or the entire passage.

DOK 2

RD-O7-2.0.5

Students will summarize information from a paragraph, a section of a passage or an entire passage.

DOK 2

RD-O8-2.0.5

Students will paraphrase information from a paragraph, a section of a passage or an entire passage.

DOK 2

Writing

WR-06-1.1.2

In Personal Expressive Writing,

- Students will communicate the significance of the writer's life experience by narrating about life events, relationships or central ideas.
- Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).
- Students will create point of view.
- Students will sustain a suitable tone or appropriate voice.

In Literary Writing,

- Students will communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image or showing an extraordinary perception of the ordinary).
- Students will apply characteristics of the selected form (e.g., short story, play/script, poem).
- Students will create point of view.
- Students will sustain a suitable tone or appropriate voice.
- Students will apply a fictional perspective in literary writing when appropriate.

WR-07-1.1.2

In Personal Expressive Writing,

- Students will communicate the significance of the writer's life experience by narrating about life events, relationship or central ideas.
- Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).
- Students will sustain point of view.
- Students will sustain a suitable tone or appropriate voice.

In Literary Writing,

- Students will communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image or showing an extraordinary perception of the ordinary).
- Students will apply characteristics of the selected form (e.g., short story, play/script, poem).

- Students will sustain point of view.
- Students will sustain a suitable tone or appropriate voice.
- Students will apply a fictional perspective in literary writing when appropriate.

WR-08-1.1.2

In Personal Expressive Writing,

- Students will communicate the significance of the writer's life experience by narrating about life events, relationships or central ideas.
- Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).
- Students will sustain point of view.
- Students will sustain a suitable tone or appropriate voice.

In Literary Writing,

- Students will communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image or showing an extraordinary perception of the ordinary).
- Students will apply characteristics of the selected form (e.g., short story, play/script, poem).
- Students will sustain point of view.
- Students will sustain a suitable tone or appropriate voice.
- Students will apply a fictional perspective in literary writing when appropriate.